DOCUMENT RESUME

ED 230 011 EC 152 578

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TITLE An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
PUB DATE Apr 83
NOTE 16p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Information Analyses (070) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Black Colleges; Black Education; *Blacks; Disabilities; Educational History; Higher Education; *Special Education; *Teacher Education Programs

ABSTRACT

The paper reviews special education teacher preparation programs offered at traditionally Black institutions (TBIs). Differences are noted between TBIs, historically Black institutions, and predominantly Black institutions. The history of institutions of higher education for Blacks is reviewed. Five TBI programs for special education teachers are identified, and two--at Howard University and Hampton Institute--are described in greater detail. The author asserts that TBIs have not been encouraged in innovation or independence, yet they have successfully addressed educational needs from a Black perspective and have continued to lead in such areas as race relations, education, housing, employment, and health. A list of enrollment figures for historically Black colleges and universities is included. (CL)

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Presentation T88 at The Council for
Exceptional Children's 61st Annual Convention

Panel Topic: An Examination of the Teacher Education Programs at Traditionally Black Colleges and Universities: Responses to P.L. 94-142

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Panel Presenter's Topic: An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities

I am the first of four panelists who will address this topic during this session. I will give a brief history of Black institutions and then describe how two of these universities have complied with P.L. 94-142 in their Teacher Education Programs.

Traditionally Black Institutions (TBI) are the willful creation of a people seeking an opportunity for higher education. These institutions have histories of unique service to blacks under conditions in which black students and faculty have had no other educational choice. Lack of choice seems to have little to do with the selection of TBIs by black Americans for post-secondary study. Cain and Mahard (1978) found that TBIs may be more successful with their students than are white instituions with black students. TBIs have offered blacks what they want and need, and have developed a special capacity to serve their communities (Adams v. Califano, D.C. D.C. 1977). Thus, these institutions have provided a significant number of leaders, scholars, and outstanding individuals in all disciplines.

Before I explore some teacher education programs relative to P.L. 94-142 at selected Traditionally Black Institutions, I will briefly discuss three terms associated with Black Institutions: (1) Traditionally Black Institutions (TBI), (2) Historically Black Institutions (HBI), and (3) Predominately Black Institutions (PBI).

* TBI are mostly private, four-year colleges and universities that were founded by church-related groups prior to 1954. Most were established prior to 1900 specifically to educate black Americans.

* HBI are both private and public, four-year colleges and universities that are predominately black and were founded before 1954. Some HBIs are now predominately white, i.e., Bluefied State College in W. Va., W. Va. State College, and Lincoln University in Missouri. (A 1981 List of HBI are attached).

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* PBI are colleges and universities that have been established since 1954 (most during or since the Civil Rights Movement of the 1960s) or were formally white institutions that are now mostly black. By far, most are two-year institutions that are integrated but have blacks as the majority student population. Almost without exception, these institutions are public.

Each of these three types of institutions embrace both the notion of service and the goal of training for leadership in a complex technological society. However, TBIs have some unique features. TBIs were founded by the American Missionary Association and other benevolent societies. They are private, black institutions of higher education that have a history of training their students for educational and religious leadership as well as for agricultural and industrial pursuits. Today, these institutions intertwine social, vocational, and academic programs in their overall mission to educate for "leadership in democracy" (Kannerstein, in Black Colleges in America).

TBIs have always emphasized service to the community as evidenced by their open admissions and minimum costs. Benjamin E. Mays reminds us that the black image in America has been kept alive by black colleges. The strength of the leaders of these colleges, the diversity of the students and faculties, the dual academic role (the inclusion of both black and white heritage in the curriculum), and, the resourcefulness of the administrators (with minimal financial resources) have assured these institutions a continuing role in American higher education.

Other differences among these three terms are as follows:

Characteristics	Historically Black Institutions	Traditionally Black Institutions	Predominately Black Institutions
Enrollment	3/4% Black	More than 95% Black	At least 3/4% Black
History and Mission	Same as TBIs	Have history of efforts to remove the conditions of racial inequality through education	Lack special history and special commitment to blacks
Administrative Authority	Same as TBIs	Administered by Blacks	Almost always administered under the authority of non-black officials
Type and source of funding	Mixture of private and public institutions	Private institutions with about 1/3% public financial support	Almost all are public institutions
Origin	Same as TBIs	Most were established in the 19th Century when racial isolation was the rule. Have existed at least two decades--most are from 50 to 100 years old	Most have been recently established (less than 50 years ago)

Characteristics	Historically Black Institutions	Traditionally Black Institutions	Predominately Black Institutions
Program Duration	Same as TBIs	Most are four-year institutions; only a few are 2 year colleges	Most are two-year colleges
Status	Most are State institutions and were established to be separate but equal to white institutions	Historically independent institutions	Frequently tied to other state institutions and are often viewed as extension programs of predominantely white institution
Quality	Some TBIs and fewer PBI are also historically black. There are 102 HBI	There are 102 TBI (Nat'l Center for Educational Statistics, 1981). In 1978, there were 105 TBIs. Since then, Bluefield State, W. Va. State, and Lincoln University in Mo. have become predominately white.	As of 1978, there are 44 PBIs that are independent of other educational institutions

Non-black institutions have only recently, in the past decade or so, become concerned about racial inequality. Historically, non-black institutions have served many social purposes but promotion of equality of opportunity has been among the least apparent of them. They have not been opposed to the advancement of equality. It is just that their emphasis has been on the selection and instruction of the best prepared amoung the financially capable students who apply and the advancement of scholarly knowledge as well as the strengthening of their various academic disciplines. The adherence to goals of racial equality have been externally imposed on most non-black institutions by committed individuals within their own ranks by social pressure, or by legal obligation. While this has been the institutional position, faculty and administrators, at many non-black institutions, have--as individuals--generally been among the most progressive of white Americans. There is an abundance of evidence to support this fact, e.g., some of the histories and other literature written by white Americans that document strengths of and contributions made by black Americans as well as their roles in the Civil Rights activities of the 1960s.

I am not saying that white institutions and their faculties cannot properly serve black Americans. Clearly some have done or are doing just this. It is that TBIs have special meaning to Blacks as institutions that respond to the needs of Black Americans because these institutions are extensions of the Black community (Kannerstein in Black Colleges in America). As such, TBIs are unparalleled in their belief in the worthiness of each individual in society and

in the value of his/her potential. Thus, all are provided education for service to society in these institutions(B. Mays in Black Colleges in America).

Institutions with this belief and mission began early in the history of the U.S. As early as 1740, George Whitefield, a slaveholder, established a "Negro School" in Pennsylvania. This was one of the first known schools for Blacks. The first recorded attendance by Negroes in an American college was between 1774-1776 when two young men from the Gold Coast in Africa attended the College of New Jersey (later Princeton). From 1860 to the 1900s, the American Missionary Association (AMA), an organization of radical abolitionists, sought to establish black colleges and sought to gain entry for blacks in white colleges.

Their success began around the end of the Civil War when most black colleges were established through a bill passed by Congress in 1865 initiating "A Bureau for the Relief of Freedmen and Refugees". The Commissioner appointed to the Freedmen's Bureau in 1866 was General O.O. Howard, the person for whom Howard University is named. His mission was"to procure land and erect suitable buildings, asylums, and schools for dependent freedmen" (Holmes, 1942, p. 37). During this time, several former "Church Schools" were renamed under General Howard and funded by the Bureau. Ashmun Institute in Pennsylvania is an example of this. It was renamed Lincoln University in the Spring of 1866. Lincoln University was one of the first institutions given a substantial grant to erect new buildings ($15,000). (Horace Mann Bond, The Journal of Negro Education, Vol. 29, No. 3, 1960, p. 222).

Church denominations and "Societies" still promoted education for blacks. In fact, they assisted the Freedman's Bureau in establishing most of these institutions. The Congregationlist Church helped to establish Hampton, Howard Fisk, Atlanta and Talladega. The Methodists were prominent in the establishment of Meharry Medical School in Nashville as a department of Walden University, and Flint Medical College in New Orleans as an associate of New Orleans University. The A.M.E. Church secured in 1863 Wilborforce University in Ohio. The A.M.E.Z. Church in 1897, established Livingstone College. The C.M.E. Church was instrumental in the development of Bishop Lane College.

Examples of other institutions established or funded through the Bureau:

Bowie State - 1865 (MD)
Fisk University - 1866 (TN)
Hampton Institute - 1868 (VA)
Howard University - 1867 (DC)
Clark College - 1869 (GA)
Meharry Medical College - 1876 (TN)
Bishop College - 1881 (TX)

→ 1860 to 1900

During the period of 1860 to 1954, most of the black population was located in the southern or border regions. Between the 1860s and 1900s many of these areas had laws and strictly enforced social customs that prohibited blacks from being taught to read and write. However, there were some organized attempts to provide education to blacks in the South back as long ago as the start of the Civil War. In the North, at least two colleges for blacks had been founded before 1860, and many northern states permitted blacks to attend white colleges in small numbers. At least one university in the mid-west was established prior to 1860. Examples:

Cheyney State College - 1837 (PA)
Lincoln University - 1854 (PA)
Wilberforce University - 1856 (Ohio)
→ Prior to 1860

By 1900, approximately thirty-five (35) public and private black colleges had been founded. Before the Morrill Act of 1890, the primary goal of black colleges had been to produce educated leaders for the black people, i.e., teachers, preachers, and other key community figures equipped to remedy the despairs arising from slavery. During the period between 1900 and 1954 there was a serious debate among blacks regarding the focus of higher education: liberal or industrial education. Leading proponents of these two views were Booker T. Washington who advocated vocational training for the masses and W.E.B. DuBois who advocated the development of an elite group, a "talented tenth" to teach and lead other blacks. Hampton Institute in Virginia and Grambling College in Louisiana provide examples of how some black colleges were influenced by Washington's philosophy. Atlanta University and Howard University are examples of institutions with the focus on liberal arts and the recommendations of DuBois.

The issue of industrial versus liberal arts education was by no means resolved. Six studies conducted between 1916 and 1942, revealed that as early as the first decades of the 1900s both types of education coexisted. In fact, liberal arts programs existed even at industrial colleges. This fact seemed to indicate that black leaders did value both positions and indeed, some private liberal arts schools had been and still are judged superior to most of the state schools, not only by objective criteria, but in the eyes of the black community. A ranking order arose with colleges like Howard, Fisk, Morehouse, and Spelman having more prestige than the newcomers with primarily industrial curricula. (Willie & Edmonds. Black Colleges in America)

Some other black institutions established prior to 1954 are:

Tennessee State University - 1912 (TN)
Xavier University - 1925 (LA)
Norfolk State University - 1935 (VA)
→ 1900 to 1954

relative to instruction and their outcomes for prospective teachers. This means that instruction is geared toward it's social usefulness and personal character, i.e., preparation of students for employment after college, provision of skilled human resources to the local community, development of responsible citizens, achievement of deeper levels of student's self-understanding, provision for student's emotional development and development of moral character.

While many black institutions focus on this goal, some also have professional-centered emphases. Howard University is an example of an institution that has these dual goals. Howard's goals include having student's master knowledge in a discipline, the conveyance of a basic appreciation of the liberal arts, provision of tools for evaluation of contemporary society, preparation of students for graduate or advanced education, and development of interest and an ability to pursue research.

The client-centered focus is no accident nor is it the prefered special choice of TBIs to have this focus. Data from the Federal Interagency Committee on Education (FICE) show that there are inequities in the allocation of federal funds and that this fact exists from year to year. Federal funds for TBIs show a strong bias away from supporting the major-fields where financial support is needed, i.e. the sciences and research. In 1976, three white institutions were getting more in total federal "R&D" funds than all of the 105 TBIs had gotten from the federal government for all purposes the year before. TBIs rely on government sources for 54% to 55% of their revenues. The limited financial resources available to TBIs constrict the development of new major-field options at these institutions. Besides, TBIs often experience a kind of devaluation on the part of philanthropies, professional organizations, and economic institutions such as corporations and news media. Thus, they enhance the focus that has the best chance of improving the quality of life for their graduates immediately after earning the degree as well as the one for which funds are available. Therefore, TBIs have greater concentration of students in Education, Business, and the Social Sciences than do non-black institutions (from American College Testing Program survey data of black colleges and universities for 1978).

Some TBIs that are well known for also having a history of professional-centered emphases are Howard University (legal, medical, political, communications, social work, the arts); Fisk University and Atlanta University (the social sciences). These institutions and all of the TBIs have provided professional realization for certain categories of black professionals and administrators as well as for professors and ancillary people including secretaries, food handlers, and building and grounds people. TBIs offer social realization for faculty, staff and students in a way that would not normally be available in predominately white situations. TBIs provide an important ethnic identity in the areas in which they are located; they offer an institutional association at a meaningful level...such as a philosophy that goes beyond the education in fields like politics and economis as well as in over-all social awareness (Vivian W. Henderson in Daedalus, Vol. 100, No. 3, Summer 1971, p. 634).

Evidence of this is found in the many ways TBIs have responded to the unique needs of Black Americans. TBIs have a variety of programs and some have degree program for the preparation of professionals to teach and care for children who are handicapped. Five of these TBIs are:

(1) Bowie State has an undergraduate program with specialities in blind, deaf and the physically disabled.

(2) Coppin State has both an undergraduate and graduate program--undergraduate in EM, MR and PE for the handicapped and disabled. Graduate degree in Special Education and Vocational Rehabilitation Counseling.

Norfolk State University has both undergraduate and graduate degrees in Mental Retardation. Graduate in Gifted, Orthorpedic/Multiply Handicapped-Health Impaired.

Hampton Institute has both an undergraduate and graduate program. Undergraduate in special education and communication disorders. Graduate in ECE/Special Education, Hearing Impaired, and Seriously Emotionally Disturbed/Re-education Specialty

Howard University has an undergraduate minor in Special Education and a Graduate degree in Special Education

I will further describe Howard's and Hampton's teacher education programs as examples of Special Education programs in traditionally black colleges and universities.

Both programs have:

(1) stipends for Graduate Study in Special Education

(2) a field-based component in their curriculums in both education and clinical settings

(3) 36 credit hour programs at the Masters level

(4) a competency-based model for training teachers in Special Education

(5) graduates prepared to teach, coordinate a program, or be administrators in a variety of delivery systems such as Head Start, public schools, home-based programs and some clinical settings

In addition, the Special Education component collaborates with the Department of Curriculum and Teaching (C & T), the major teacher education department within the School of Education). C & T has two special education courses in its curriculum: "Learning Disabilities" and "Socialization of the Preschool Handicapped Child", which I currently teach. All methods courses emphasize techniques and approaches for teaching children with special needs. All C & T courses list a special needs component in their syllabi. This department also has Masters Degrees in Diagnostic and Prescriptive Reading, Math, and Science as well as a Diagnostic and Prescriptive Learning Center for Academic Assessment pychoeducational testing, tutoring, resource services, and training. Faculty in this Department also (1) conduct summer workshops to train day caregivers to teach handicapped children in mainstream settings, and (2) conduct research, write for publication, provide community services and present at conferences relative to handicapped children and their families.

As you see, in spite of the fact that TBIs have been forced to imitate predominately white schools in order to be acredited and have not been encouraged to be innovative and independent by their funding sources, many have addressed educational needs from a Black perspective and been innovative leaders. TBIs have had to find new ways of effectively relating to problems of black people, especially those who are poor and/or impaired. These institutions continue to explore problems and prepare personnel to lead and serve black people concerning the (1) disadvantaged, (2) race relations, (3) education, (4) housing, (5) employment, (6) transportation, (7) taxation, (8) ecology, (9) political participation, (10) health cures, and (11) allied health. This is difficult when few Research Institutes, Clearing Houses, and National R&D or Training projects are funded at black institutions.

Although TBIs have, historically, had obstacles to their development, they have made major contributions to American Society as its "instrument of freedom--Black freedom" and have benefited the whole of society in all academic disciplines as well as in all ways related to humanity. These special services and successes are concretely observable in the noteable histories of TBIs and in their current activities and contributions. TBIs and all black institution of higher education are, historically and continue to be, a desire of Black people---a source of dignity, personal autonomy, social change and political/economic respectability.

(6) an Undergraduate minor in Special Education and Graduate Degrees: MA, MEd, and Advanced certificate in Special Education

(7) faculty who conduct research in Special Education, and contribute to the advancement of the field and the literature through publications, consultancies, and presentations.

Special Education at Howard University is located within the Department of Psychoeducational Studies. This program is enhanced by the existence of other projects at Howard. For example:

(1) The Center for the Study of Handicapped Children and Youth (CSHCY) with Dr. Sylvia Walker as its director. The Center sponsors conferences, workshops, parent advocacy, teacher education, and information dissemination efforts.

(2) The CSHCY has recently been awarded a $600,000 Grant from the U.S. Department of Education to establish a Rehabilitation Research and Demonstration Project for minority persons at Howard.

(3) CSHCY, under the leadership of Dr. Walker, also administers a competency-based teacher education project, funded by the U.S. Dept. of Education, Office of Special Education, which educates teachers of the severely handicapped at the Masters level. Six participants graduated from this project in August 1982 and three others will graduate in August 1983. Seven other participants will continue after this summer with four others graduating in December 1983.

(4) The Dean's Grant Project within the School of Education (Dr. Will Johnson will describe Howard's Dean's Grant in just a few minutes).

(5) Project Impact which educates Down Syndrome babies.

(6) Other colleges within the University such as Communications and Speech for Speech therapists, School of Social Work, Human Ecology, and Allied Health for physical and occupational therapists, also collaborate to serve the needs of the handicapped.

(7) Special service projects at the University also collaborate with the Special Education component. Some are the: Child Development Center for diagnoses and prescriptions and the Infant Intervention Unit in the Pediatrics Dept. at Howard University Hospital.

TOTAL ENROLLMENT IN THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
Fall 1981, 1980 and 1979 (Incl. Names of Presidents/Chancellors)

The following is a listing of the 102 institutions designated as historically Black colleges and universities which, through Fall 1981, were still predominantly Black. All figures represent the latest available data from the National Center for Education Statistics. HBC's are defined as follows:

> Historically Black colleges are institutions that were founded primarily for Black Americans, although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to Black Americans for at least two decades, with most being 50 to 100 years old.

Institution	President/Chancellor	Total Enrollment		
		1981	1980	1979
TOTAL (102 HBCs)		197,372	198,572	195,150
TOTAL (97 HBCs reporting all three years)		137,372	138,333	134,841
Alabama A&M University	Dr. Richard D. Morrison	4,306	4,380	4,330
Alabama State University	Dr. Robert L. Randolph	4,034	4,066	4,096
Albany State College (GA)	Dr. Billy C. Black	1,839	1,555	1,571
Alcorn State University (MS)	Dr. Walter Washington	2,416	2,341	2,150
Allen University	Dr. David W. Williams	287	410	284
Arkansas Baptist College	Dr. R. C. Davis, Interim President	210	298	373
Atlanta University (GA)	Dr. Cleveland L. Dennard	1,271	1,371	1,353
Barber-Scotia College (NC)	Dr. Mabel P. McLean	345	317	338
Benedict College (SC)	Dr. Henry Ponder	1,281	1,426	1,613
Bennett College (NC)	Dr. Isaac H. Miller, Jr.	597	620	622
Bethune Cookman College (FL)	Dr. Oswald P. Bronson	1,674	1,738	1,736
Bishop College (TX)	Dr. Vernon McDaniel	1,152	945	926
Bowie State College (MD)	Ms. Marcellina Brooks, Interim	2,544	2,757	2,879
Central State University (OH)	Dr. Lionel H. Newsom	3,031	3,031	2,553
Cheyney State College (PA)	Dr. C. T. Enus Wright	2,260	2,426	2,508
Claflin College (SC)	Dr. Hubert V. Manning	650	739	821
Clark College (GA)	Dr. Elias Blake, Jr.	2,083	2,107	2,031
Clinton Junior College (SC)	Dr. Sallie V. Moreland	101	116	104
Coahoma Junior College (MS)	Dr. McKinley C. Martin	1,516	1,394	1,520
Concordia College (AL)	Dr. Julius Jenkins	206	243	292
Coppin State College (MD)	Dr. Calvin W. Burnett	2,233	2,541	2,846
Delaware State College	Dr. Luna I. Mishoe	2,128	2,084	2,051
Dillard University (LA)	Dr. Samuel DuBois Cook	1,220	1,208	1,248
Edward Waters College (FL)	Dr. Cecil W. Cone	867	836	615
Elizabeth City State U. (NC)	Dr. Marion D. Thorpe, Chancellor	1,608	1,488	1,524
Fayetteville State U. (NC)	Dr. Charles A. Lyons, Jr., Chancellor	2,485	2,465	2,281
Fisk University (TN)	Dr. Walter J. Leonard	886	1,009	1,102
Florida A&M University	Dr. Walter L. Smith	5,191	5,371	5,193
Florida Memorial College	Dr. Willie C. Robinson	1,007	950	765
Fort Valley State College (GA)	Dr. Walter W. Sullivan (Acting)	1,765	1,814	1,813

Friendship College (SC)	Dr. Charles W. Petress (CLOSED)	368	343	303
Grambling State U. (LA)	Dr. Joseph B. Johnson	3,928	3,549	3,285
Hampton Institute (VA)	Dr. William R. Harvey	3,444	3,230	3,169
Howard University (DC)	Dr. James E. Cheek	12,610	11,321	10,605
Huston-Tillotson College (TX)	Dr. John T. King	662	692	634
Interdenominational Theological Center (GA)	Dr. James D. Roberts	257	273	287
Jackson State University (MS)	Dr. John A. Peoples, Jr.	7,086	7,099	7,832
Jarvis Christian College (TX)	Dr. Charles A . Berry, Jr.	504	619	622
Johnson C. Smith U. (NC)	Dr. Mack L. Davidson, Interim	1,310	1,379	1,410
Kentucky State University	Dr. Raymond M. Burse	2,379	2,336	2,167
Knoxville College (TN)	Dr. Clinton Marsh	444	557	698
Lane College (TN)	Dr. Herman Stone, Jr.	795	757	670
Langston University (OK)	Dr. Ernest L. Holloway	1,372	1,179	1,110
Lawson State Community College (AL)	Dr. Jesse J. Lewis	988	1,056	1,112
LeMoyne Owen College (TN)	Dr. Walter L. Walker	1,065	1,063	1,002
Lincoln University (PA)	Dr. Herman R. Branson	1,347	1,294	1,261
Livingstone College (NC)	Dr. James W. Younge (Acting)	713	879	938
Lomax-Hannon Jr. College (AL)	Dr. James E. Cook	139	96	125
Mary Holmes College (MS)	Dr. Joseph A. Gore	447	422	472
Meharry Medical College (TN)	Dr. David Satcher	765	817	1,066
Miles College (AL)	Dr. W. C. Williams	837	1,014	1,059
Mississippi Industrial College	Dr. ~~J. Y. Trice~~, Adm. Chair (TEMP. CLOSED)	N.R.	239	232
Mississippi Valley State University	Dr. Joe L. Boyer	2,479	2,564	2,734
Morehouse College (GA)	Dr. Hugh M. Gloster	1,841	2,006	1,805
Morehouse School of Medicine(GA)	Dr. Louis W. Sullivan	(established 07/01/81 as separate entity)		
Morgan State University (MD)	Dr. Andrew Billingsley, Jr.	4,692	5,050	5,012
Morris Brown College (GA)	Dr. Robert Threatt	1,533	1,611	1,560
Morris College (SC)	Dr. Luns C. Richardson	646	626	727
Morristown College (TN)	Dr. Charles Wade	116	114	143
Natchez Junior College (MS)	Dr. William C. Boykins	N.R.	N.R.	62
Norfolk State University (VA)	Dr. Harrison B. Wilson	7,310	7,286	6,756
N. C. A&T State University	Dr. Edward Fort, Chancellor	5,488	5,510	5,479
N. C. Central University	Dr. Albert N. Whiting, Chancellor	4,944	4,910	4,917
Oakwood College (AL)	Dr. Calvin B. Rock	1,303	1,303	1,222
Paine College (GA)	Dr. William F. Harris	842	748	828
Paul Quinn College (TX)	Dr. Norman W. Handy	502	438	412
Philander Smith College (AR)	Dr. Grant S. Shockley	632	590	596
Prairie View A&M U. (TX)	Dr. Ivory V. Nelson (Acting)	4,661	6,592	5,229
Prentiss N&I Institute (MS)	Dr. Sidney James	136	146	64
Rust College (MS)	Dr. William A. McMillan	703	715	630
S. D. Bishop State Junior College (AL)	Dr. Yvonne Kennedy	1,525	1,425	1,605
Saint Augustine's College (NC)	Dr. Prezell R. Robinson	1,626	1,861	1,765
Saint Paul's College (VA)	Dr. S. Dallas Simmons	628	645	619
Savannah State College (GA)	Dr. Wendell G. Rayburn	2,143	2,110	2,088
Selma University (AL)	Dr. B. W. Dawson (Acting)	296	501	317
Shaw University (NC)	Dr. Stanley M. Smith	1,832	1,532	1,389
Shorter College (AR)	Dr. John Allen Phillips	195	164	255
South Carolina State College	Dr. M. Maceo Nance, Jr.	4,043	3,929	3,585
Southern U. A&M College (LA)				
Central Office	Dr. Jesse N. Stone, Jr.			
Main Campus	Dr. James Prestage, Interim Pres.	9,317	8,372	8,064
Southern U. in New Orleans	Dr. Emmett W. Bashful, Chancellor	2,594	2,574	2,710
Southern University Shreveport-Bossier	Dr. Leonard C. Barnes, Chancellor	667	723	677
Southwestern Christian College (TX)	Dr. Jack Evans	269	285	337
Spelman College (GA)	Dr. Donald M. Stewart	1,447	1,366	1,257
Stillman College (AL)	Dr. Cordell Wynn	523	558	633
Talladega College (AL)	Dr. Joseph N. Gayles	643	797	712
Tennessee State University	Dr. Frederick S. Humphries	7,730	8,318	8,438
Texas College	Dr. Jimmy Ed Clark	588	476	444
Texas Southern University	Dr. Leonard H. O. Spearman	8,195	8,100	8,528
Tougaloo College (MS)	Dr. George A. Owens	811	886	919

Tuskegee Institute (AL)	Dr. Benjamin Payton	3,682	3,736	3,435
University of Ark.-Pine Bluff	Dr. Lloyd V. Hackley	2,909	3,064	2,934
University of Maryland - Eastern Shore	Dr. William P. Hytche	1,129	1,073	1,117
Utica Junior College (MS)	Dr. J. Louis Stokes	1,101	1,005	845
Virginia College	Dr. Thomas E. Parker (CLOSED)	N.R.	N.R.	215
Virginia State University	Dr. Wilbert Greenfield	4,784	4,668	4,746
Virginia Union University	Dr. David Thomas Shannon	1,384	1,361	1,177
Voorhees College (SC)	Dr. George B. Thomas	617	613	709
Wilberforce University (OH)	Dr. Charles E. Taylor	1,034	1,082	1,090
Wiley College (TX)	Dr. Robert E. Hayes	612	664	603
Winston-Salem State U. (NC)	Dr. Harold D. Covington	2,294	2,220	2,224
Xavier University (LA)	Dr. Norman C. Francis	2,221	2,004	1,930

N.R. -- Not reported.

General Notes

- Data include undergraduate, graduate, first-professional and unclassified students.
- Alabama Lutheran Academy and College changed its name to Concordia College on July 1, 1981.
- Friendship College, Rock Hill, S.C. closed in Fall 1981.
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TOTAL ENROLLMENT IN THE HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
Fall 1981, 1980 and 1979 (Incl. Names of Presidents/Chancellors)

The following is a listing of the 102 institutions designated as historically Black colleges and universities which, through Fall 1981, were still predominantly Black. All figures represent the latest available data from the National Center for Education Statistics. HBC's are defined as follows:

> Historically Black colleges are institutions that were founded primarily for Black Americans, although their charters were, in most instances, not exclusionary. These are institutions serving or identified with service to Black Americans for at least two decades, with most being 50 to 100 years old.

Institution	President/Chancellor	Total Enrollment		
		1981	1980	1979
TOTAL (102 HBCs)		197,372	198,572	195,150
TOTAL (97 HBCs reporting all three years)		157,372	193,333	154,641
Alabama A&M University	Dr. Richard D. Morrison	4,306	4,380	4,330
Alabama State University	Dr. Robert L. Randolph	4,034	4,066	4,096
Albany State College (GA)	Dr. Billy C. Black	1,889	1,555	1,571
Alcorn State University (MS)	Dr. Walter Washington	2,416	2,341	2,150
Allen University	Dr. David W. Williams	287	410	284
Arkansas Baptist College	Dr. R. C. Davis, Interim President	210	298	373
Atlanta University (GA)	Dr. Cleveland L. Dennard	1,271	1,371	1,363
Barber-Scotia College (NC)	Dr. Mabel P. McLean	345	317	338
Benedict College (SC)	Dr. Henry Ponder	1,281	1,426	1,613
Bennett College (NC)	Dr. Isaac H. Miller, Jr.	597	620	622
Bethune Cookman College (FL)	Dr. Oswald P. Bronson	1,674	1,738	1,736
Bishop College (TX)	Dr. Vernon McDaniel	1,152	945	926
Bowie State College (MD)	Ms. Marcellina Brooks, Interim	2,544	2,757	2,879
Central State University (OH)	Dr. Lionel H. Newsom	3,031	3,031	2,553
Cheyney State College (PA)	Dr. C. T. Enus Wright	2,260	2,426	2,508
Claflin College (SC)	Dr. Hubert V. Manning	650	739	821
Clark College (GA)	Dr. Elias Blake, Jr.	2,083	2,107	2,031
Clinton Junior College (SC)	Dr. Sallie V. Moreland	101	116	104
Coahoma Junior College (MS)	Dr. McKinley C. Martin	1,516	1,394	1,520
Concordia College (AL)	Dr. Julius Jenkins	206	243	292
Coppin State College (MD)	Dr. Calvin W. Burnett	2,233	2,541	2,846
Delaware State College	Dr. Luna I. Mishoe	2,128	2,084	2,051
Dillard University (LA)	Dr. Samuel DuBois Cook	1,220	1,203	1,248
Edward Waters College (FL)	Dr. Cecil W. Cone	857	836	615
Elizabeth City State U. (NC)	Dr. Marion D. Thorpe, Chancellor	1,608	1,488	1,524
Fayetteville State U. (NC)	Dr. Charles A. Lyons, Jr., Chancellor	2,485	2,435	2,281
Fisk University (TN)	Dr. Walter J. Leonard	886	1,009	1,102
Florida A&M University	Dr. Walter L. Smith	5,191	5,371	5,193
Florida Memorial College	Dr. Willie C. Robinson	1,007	950	765
Fort Valley State College (GA)	Dr. Walter W. Sullivan (Acting)	1,766	1,814	1,813

Friendship College (SC)	Dr. Charles W. Petress (CLOSED)	368	343	303
Grambling State U. (LA)	Dr. Joseph B. Johnson	3,928	3,549	3,285
Hampton Institute (VA)	Dr. William R. Harvey	3,441	3,230	3,169
Howard University (DC)	Dr. James E. Cheek	12,610	11,321	10,605
Huston-Tillotson College (TX)	Dr. John T. King	662	692	634
Interdenominational Theological Center (GA)	Dr. James D. Roberts	257	273	287
Jackson State University (MS)	Dr. John A. Peoples, Jr.	7,086	7,099	7,832
Jarvis Christian College (TX)	Dr. Charles A . Berry, Jr.	504	619	622
Johnson C. Smith U. (NC)	Dr. Hack L. Davidson, Interim	1,310	1,379	1,410
Kentucky State University	Dr. Raymond M. Burse	2,379	2,336	2,167
Knoxville College (TN)	Dr. Clinton Marsh	444	557	698
Lane College (TN)	Dr. Herman Stone, Jr.	795	757	670
Langston University (OK)	Dr. Ernest L. Holloway	1,372	1,179	1,110
Lawson State Community College (AL)	Dr. Jesse J. Lewis	988	1,055	1,112
LeMoyne Owen College (TN)	Dr. Walter L. Walker	1,065	1,063	1,002
Lincoln University (PA)	Dr. Herman R. Branson	1,347	1,294	1,261
Livingstone College (NC)	Dr. James W. Younge (Acting)	713	879	938
Lomax-Hannon Jr. College (AL)	Dr. James E. Cook	139	96	125
Mary Holmes College (MS)	Dr. Joseph A. Gore	447	422	472
Meharry Medical College (TN)	Dr. David Satcher	765	817	1,066
Miles College (AL)	Dr. W. C. Williams	837	1,014	1,059
Mississippi Industrial College	Dr. ~~J. K. Trice~~, Adm. Chair (TEMP. CLOSED)	N.R.	239	232
Mississippi Valley State University	Dr. Joe L. Boyer	2,479	2,564	2,734
Morehouse College (GA)	Dr. Hugh M. Gloster	1,841	2,006	1,805
Morehouse School of Medicine(GA)	Dr. Louis W. Sullivan	(established 07/01/81 as separate entity)		
Morgan State University (MD)	Dr. Andrew Billingsley, Jr.	4,692	5,050	5,012
Morris Brown College (GA)	Dr. Robert Threatt	1,533	1,611	1,560
Morris College (SC)	Dr. Luns C. Richardson	646	626	727
Morristown College (TN)	Dr. Charles Wade	116	114	143
Natchez Junior College (MS)	Dr. William C. Boykins	N.R.	N.R.	62
Norfolk State University (VA)	Dr. Harrison B. Wilson	7,310	7,286	6,756
N. C. A&T State University	Dr. Edward Fort, Chancellor	5,488	5,510	5,479
N. C. Central University	Dr. Albert N. Whiting, Chancellor	4,944	4,910	4,917
Oakwood College (AL)	Dr. Calvin B. Rock	1,303	1,303	1,222
Paine College (GA)	Dr. William F. Harris	842	748	828
Paul Quinn College (TX)	Dr. Norman W. Handy	502	438	412
Philander Smith College (AR)	Dr. Grant S. Shockley	632	590	596
Prairie View A&M U. (TX)	Dr. Ivory V. Nelson (Acting)	4,661	6,592	5,229
Prentiss N&I Institute (MS)	Dr. Sidney James	136	146	64
Rust College (MS)	Dr. William A. McMillan	703	715	630
S. D. Bishop State Junior College (AL)	Dr. Yvonne Kennedy	1,525	1,425	1,605
Saint Augustine's College (NC)	Dr. Prezell R. Robinson	1,626	1,851	1,765
Saint Paul's College (VA)	Dr. S. Dallas Simmons	628	645	619
Savannah State College (GA)	Dr. Wendell G. Rayburn	2,143	2,110	2,088
Selma University (AL)	Dr. B. W. Dawson (Acting)	296	501	317
Shaw University (NC)	Dr. Stanley H. Smith	1,832	1,532	1,389
Shorter College (AR)	Dr. John Allen Phillips	195	164	255
South Carolina State College	Dr. M. Maceo Nance, Jr.	4,043	3,929	3,585
Southern U. A&M College (LA)				
Central Office	Dr. Jesse N. Stone, Jr.			
Main Campus	Dr. James Prestage, Interim Pres.	9,317	8,372	8,064
Southern U. in New Orleans	Dr. Emmett W. Bashful, Chancellor	2,594	2,574	2,710
Southern University Shreveport-Bossier	Dr. Leonard C. Barnes, Chancellor	667	723	677
Southwestern Christian College (TX)	Dr. Jack Evans	269	285	337
Spelman College (GA)	Dr. Donald M. Stewart	1,447	1,366	1,257
Stillman College (AL)	Dr. Cordell Wynn	523	558	633
Talladega College (AL)	Dr. Joseph N. Gayles	643	797	712
Tennessee State University	Dr. Frederick S. Humphries	7,730	8,318	8,438
Texas College	Dr. Jimmy Ed Clark	588	476	444
Texas Southern University	Dr. Leonard H. O. Spearman	8,195	8,100	8,528
Tougaloo College (MS)	Dr. George A. Owens	811	886	919

Tuskegee Institute (AL)	Dr. Benjamin Payton	3,682	3,736	3,435
University of Ark.-Pine Bluff	Dr. Lloyd V. Hackley	2,909	3,064	2,934
University of Maryland - Eastern Shore	Dr. William P. Hytche	1,129	1,073	1,117
Utica Junior College (MS)	Dr. J. Louis Stokes	1,101	1,005	845
Virginia College	Dr. Thomas E. Parker (CLOSED)	N.R.	N.R.	215
Virginia State University	Dr. Wilbert Greenfield	4,784	4,668	4,746
Virginia Union University	Dr. David Thomas Shannon	1,384	1,361	1,177
Voorhees College (SC)	Dr. George B. Thomas	617	613	709
Wilberforce University (OH)	Dr. Charles E. Taylor	1,034	1,082	1,090
Wiley College (TX)	Dr. Robert E. Hayes	612	664	603
Winston-Salem State U. (NC)	Dr. Harold D. Covington	2,294	2,220	2,224
Xavier University (LA)	Dr. Norman C. Francis	2,221	2,004	1,930

N.R. -- Not reported.

General Notes

- Data include undergraduate, graduate, first-professional and unclassified students.
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